

VGLA COE Organizer

U.S. History: 1865 to the Present (2008)

Place evidence that has been collected for submission behind the VGLA COE Organizer. Cardstock or colored paper may be used to assist in the organization of the COE.

USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by		
b)		describing the impact of Reconstruction policies on
		the South and
		the North;
c)		describing the legacies of
		Abraham Lincoln,
		Robert E. Lee, and
		Frederick Douglass.

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USII.4 The student will demonstrate knowledge of how life changed after the Civil War by		
b)		explaining the reasons for the increase in
		immigration,
		growth of cities, and
		challenges arising from this expansion;
c)		describing
		racial segregation,
		the rise of “Jim Crow,” and
		other constraints faced by African Americans and other groups in the post-Reconstruction South;
d)		explaining the
		impact of new inventions,
		rise of big business,
		growth of industry, and
e)		life on American farms;
		describing the impact of
		the Progressive Movement on child labor,
		working conditions,
		the rise of organized labor,
		women’s suffrage, and
		the temperance movement.

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USH.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by		
a)		explaining the
		reasons for the Spanish American War and
		results of the Spanish American War;
b)		describing Theodore Roosevelt's impact on the foreign policy of the United States;
c)		explaining the
		reasons for the United States' involvement in World War I and
		its international leadership role at the conclusion of the war.

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USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by		
b)		describing the social and economic changes that took place, including
		prohibition, and
		the Great Migration north and west;
c)		examining art, literature, and music from the 1920s and 1930s, with emphasis on
		Langston Hughes,
		Duke Ellington,
		Georgia O'Keeffe, and
		the Harlem Renaissance.

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USH.7 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by		
a)		identifying the
		causes that led to American involvement in the war and
		events that led to American involvement in the war, including the attack on Pearl Harbor;
b)		locating and describing the major events and turning points of the war in
		Europe and
		the Pacific;
c)		describing the impact of the war on the home front.

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USH.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by		
a)		describing the rebuilding of
		Europe after World War II and
		Japan after World War II,
		the emergence of the United States as a superpower, and
		the establishment of the United Nations;
c)		identifying the role of America's military and veterans in defending freedom during the Cold War, including
		wars in
		Korea and
		Vietnam,
		Cuban missile crisis,
		the collapse of communism in Europe, and
d)		the rise of new challenges;
		describing the changing patterns of society, including expanded educational and economic opportunities for
		military veterans,
		women, and
		minorities.

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USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by		
a)		examining the
		Civil Rights Movement and
		changing role of women;
b)		describing
		the development of new technologies in
		communication,
		entertainment, and
		business; and
c)		their impact on American life;
		identifying representative citizens from the time period who have influenced America
		scientifically,
		culturally,
		academically, and
d)		economically;
		examining American
		foreign policy,
		immigration,
		the global environment, and
		other emerging issues.

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USH.2 The student will use maps, globes, photographs, pictures, or tables for		
a)		explaining how
		physical features influenced the movement of people westward and
		climate influenced the movement of people westward;
b)		explaining relationships among
		natural resources,
		transportation, and
		industrial development after 1865;
c)		locating the 50 states and the cities most significant to the historical development of the United States.

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USII.4 The student will demonstrate knowledge of how life changed after the Civil War by		
a)		identifying the reasons for westward expansion, including its impact on American Indians.

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USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by		
a)		analyzing the impact of the
		13 th Amendment to the Constitution of the United States,
		14 th Amendment to the Constitution of the United States, and
		15 th Amendment to the Constitution of the United States.

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USH.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by		
a)		explaining how developments in
		factory and labor productivity,
		transportation (including the use of the automobile),
		communication, and
d)		rural electrification changed American life and standard of living;
		identifying
		the causes of the Great Depression,
		its impact on Americans, and
		the major features of Franklin D. Roosevelt's New Deal.

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USH.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by		
b)		describing the conversion from a wartime to a peacetime economy;
e)		describing how
		international trade impacted American life, and
		globalization impacted American life.